

## Summative Turnaround Principle Rubric

### Turnaround Principle #4- Curriculum, Assessment and Intervention Systems

| CURRICULUM, ASSESSMENT & INTERVENTION SYSTEMS |   |  |  |  |   |   |
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| TURNAROUND PRINCIPLE 4                        |   | Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready state standards.   |  |  |   |   |
| INDICATORS                                    |   | Sources of Evidence  | 1<br>Ineffective   | 2<br>Improvement Necessary   | 3<br>Effective/Implemented with Fidelity  | 4<br>Highly Effective   |
| 4.1   | The district or school curriculum is aligned with Indiana Academic Standards  | <ul style="list-style-type: none"> <li>District curriculum guides</li> <li>Lesson plans</li> <li>Walkthrough observations</li> </ul>   | The district curriculum is not aligned to the Indiana Academic Standards.  | Staff use Indiana Academic Standards and develop lessons where the learning objectives are aligned to those standards with some variability across classrooms.                               | The curriculum has grade-by-grade and content articulation of student learning objectives linked to the Indiana Academic Standards.   | The curriculum has grade-by-grade and content horizontal and vertical articulation of student learning objectives linked to the Indiana Academic Standards and goes beyond State Standards and tested areas to require higher levels of learning. |
|   |   |  | Teachers cannot describe what each child should know of do for a given lesson.   | The instructional sequence is mapped for each grade level, but not articulated across grade levels.  | The instructional sequence is mapped and calendared across all grade levels.  | The instructional sequence is mapped and calendared across all grade levels and is aligned vertically as well.  |
|   |   |  | District does not have a comprehensive curriculum map aligned to Indiana Academic Standards with accompanying student learning objectives. | Teachers do not always know how to access the District curriculum which is mapped to align with Indiana Academic Standards and includes students learning objectives.                        | Each teacher is aware of and has easy access to the student-learning objectives and sequence map of the district curriculum.  | District curriculum maps and student-learning objectives are readily accessible in teachers' classrooms and discussed and reviewed at teacher collaboration meetings.   |
| 4.2   | Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the "taught" curriculum. | <ul style="list-style-type: none"> <li>Administrative walkthrough data</li> <li>Informal and formal teacher observations and evaluations</li> <li>Lesson plans</li> <li>Common assessments</li> <li>PLC meeting</li> </ul> | Classroom observations are infrequent and not focused on ensuring the adopted curriculum is the taught curriculum.                         | Regular observations take place, though there is not a systematic way to determine the extent to which teacher instruction is aligned with the Indiana Academic Standards across classrooms. | All staff is observed, at least briefly, on a weekly basis, by some member of school leadership to monitor instructional alignment with the Indiana Academic Standards across classrooms. | All staff is observed on a weekly basis by some member of the school leadership team to ensure instructional alignment with the Indiana Academic Standards across classrooms.   |
|   |   |  | Teachers develop lessons that are not systematically linked to the Indiana Academic Standards.   | Data from observations indicate that a majority of teachers are teaching lessons aligned to the Indiana Academic Standards, with variability on pacing.                                      | Data from weekly observations of all teachers indicate that teachers are teaching lessons aligned to the Indiana Academic Standards with some variability on pacing.                      | Data from weekly observations indicate that teachers are teaching lessons aligned to the Indiana Academic Standards and are on pace with the established sequence.  |

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|     |  | agendas and minutes <ul style="list-style-type: none"> <li>Grade and content level meeting agendas and minutes</li> </ul>                           | <p>The district does not have consistent curriculum and teachers largely develop their independent lessons that use teacher developed pacing and student-learning objectives.</p> <p>There are no systems in place to review lesson plans or monitor alignment with Indiana Academic Standards.</p>  | <p>Some teachers are using curriculum maps with sequences student-learning objectives to plan instruction.</p> <p>Lesson plans are occasionally reviewed and limited feedback given; there is not a systematic approach to reviewing written lesson plans or alignment to Indiana Academic Standards.</p>   | <p>Teachers are using curriculum maps with sequences student learning objectives to plan instruction.</p> <p>Systems are in place to ensure that lesson plans are written and reviewed on a set schedule and demonstrate overall alignment with Indiana Academic Standards.</p>  | <p>Teachers are planning lessons collaboratively using curriculum maps with sequences student-learning objectives.</p> <p>Systematic reviews of lesson plans indicate consistent alignment with the Indiana Academic Standards and a level of rigor that exceeds those standards, at times.</p>  |
| 4.3 | The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels. | <ul style="list-style-type: none"> <li>Common assessments</li> <li>Professional development plan/agenda</li> </ul>                                  | <p>The district may have formative assessments in literacy and math, but using teacher-developed assessments is the norm.</p> <p>A formative assessment schedule is not in use.</p> <p>There are not systems in place to collect and analyze formative assessment data.</p> <p>The principal does not set expectations for how teachers use collaboration time to collect and analyze formative assessment data.</p> | <p>Teachers are implementing district provided formative assessments in LEA and math in most classrooms.</p> <p>A formative assessment schedule is in place with some variability in its use.</p> <p>Teachers have a sense of what students need to know and be able to do and are using this understanding to guide lesson planning and instructions.</p> <p>The principal sets the expectation and ensures that teachers use collaboration time to focus on formative assessment data, but does not monitor implementation and rigor.</p> | <p>Teachers are consistently implementing district provided formative assessments in LEA and math across all grade levels link to the Indiana Academic Standards aligned curriculum.</p> <p>A formative assessment schedule aligned to the curriculum pacing guide is in use, with some variability across classrooms.</p> <p>Teachers know exactly how student-learning objectives will be assessed and use this information to guide their lesson planning and instruction.</p> <p>The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as needed.</p> | <p>Teachers are consistently implementing district provided formative assessments in ELA and math across all grade levels linked to the Indiana Academic Standards aligned curriculum. Teachers collaborate to use data to inform instruction.</p> <p>A formative assessment schedule aligned to the curriculum pacing guide is in use across all classrooms.</p> <p>Systematic and collaborative lesson planning occurs using formative assessments to guide teacher decisions.</p> <p>A data management system provides teachers with analytic tools to gain insight into how students are performing and how to design ongoing instruction.</p> |
| 4.4 | Instructional materials and resources are aligned to the standards-based curriculum documents.   | <ul style="list-style-type: none"> <li>Inventory of instructional materials and resources</li> <li>Lesson plans</li> <li>District and/or</li> </ul> | Instructional curriculum and materials are not aligned to the Indiana Academic Standards or the school goals.  | Instructional materials and resources aligned to the Indiana Academic Standards are available. Teachers may be using their own materials not aligned to the Indiana Academic Standards.   | All teachers have access to and are using engaging Instructional materials and resources aligned to the Indiana Academic Standards.  | The principal ensures that teachers have access to and use appropriate 21 <sup>st</sup> century resources, materials and equipment aligned to the school improvement plan and Indiana Academic Standards.  |

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|     |  | State model curriculum <ul style="list-style-type: none"> <li>School-based budget</li> </ul>  | The budget is not systematically developed or allocated so instructional materials and resources are either outdated or not aligned to school priorities or current Indiana Academics Standards. | Processes for developing and allocating the budget focuses primarily on accounting for materials not on ensuring their distribution and use or reviewing the alignment of instructional resources to Indiana Academic Standards. | The principal allocates the school budget and expenditures to ensure resources are available and aligned to school priorities. There are systems in place and in use to ensure effective allocation, use and care of instructional resources.                   | The principal and leadership team collaboratively develop the budget and monitor expenditures so that resources are used as allocated. School routinely ensures the alignment of instructional material, equipment, and other resources. |
| 4.5 | An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals. | <ul style="list-style-type: none"> <li>Master schedule</li> <li>School improvement plan</li> <li>Walkthrough observations</li> <li>Data protocol and discussion results</li> <li>Meeting agendas and minutes</li> </ul> | There is no systematic means to determine if students are two or more grade levels behind.   | Diagnostic data are used to identify some students two or more years below grade level in LEA and Mathematics.   | Diagnostic data are used to identify students who are two or more years below grade level in ELA and Mathematics.   | There is a systematic approach, employing multiple measures, to identifying students two or more years below grade level in ELA and Mathematics.   |
|     |  |   | Interventions in ELA and math are not research-based and may be taught by a certified teacher. Interventions groupings remain fixed for substantial periods of time.                             | Research-based interventions in ELA and Math are in place for some students and taught by a certified teacher and interventions grouping remain fixed for substantial periods of time.   | All students two or more years behind are placed in research-based intervention programs taught by effective teachers who regularly analyze both diagnostic data and intervention data to ensure rapid regrouping, either into or out of intervention programs. | All students two or more years behind grade-level are placed in research-based interventions, taught by highly effective teachers. Students make accelerated progress and are rapidly reintegrated into core-content instruction.        |
|     |  |   | Inadequate time modifications, if any, were made to accelerate the learning of students two or more grade levels behind.   | Some time modifications are made to meet the learning needs of students two or more years behind.  | Time is allocated to ensure program fidelity.   | Time is allocated to ensure program fidelity and is adjusted to best meet student needs.   |
|     |  |   | Whole group is the primary means of instruction, with few exceptions. Whole group instruction is the primary mode of instruction.  | Whole group and small skills group instruction is being employed. The strategies are not aligned with best practices.  | Whole group and small skill group instruction is being employed. The strategies are aligned with best practices.  | Instructional leaders know how students in interventions are progressing and are allocating resources to ensure program fidelity leads to continuous and accelerated progress.   |

